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ABSTRACT

Presented is Stage III of the Comprehensive Approach to Pupil Planning (CAPP) System, a three-stage model for planning educational interventions in the regular and special education classrooms and for guiding placement decisions. The guide focuses on the instructional planning team with sections on the following: Stage III personnel; roles and responsibilities of planning team members; the teacher's instructional plan; and revision of the teacher's instructional plan. Appended are suggested forms for parental involvement and notification and a list of developmental scales and instructional objective banks useful in developing the teacher's instructional plan. Also provided are a sample form for the teacher's instructional plan and a booklet listing data sources within the CAPP System. (SBH)

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**COMPREHENSIVE APPROACH TO PUPIL PLANNING
STAGE III
INSTRUCTIONAL PLANNING**

Experimental Edition

**Frances Stetson Vlasak
Martin J. Kaufman**

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This is Stage III of a three stage model for planning educational interventions in the regular and special education classrooms and for guiding placement decisions.

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OVERVIEW

Within the past two years, special education administrators, state departments of education, and the United States Congress have focused increased attention and effort on the development of appropriate educational opportunities for all handicapped children. This reflects an increased concern for the quality of administrative and instructional procedures, instructional and related service programming efforts, and accountability for all aspects of education.

Recently enacted legislation at both the state and national levels requires careful examination of current policies and procedures regarding the identification, evaluation, and provision of services to handicapped students. Processes must assure that as children who may require special assistance are identified, the rights of the child and his/her parents are safeguarded; they must also assure that educational decisions concerning the child's future are determined in a comprehensible, thorough, and equitable manner.

Research studies conducted in the past two years reveal the need for increased awareness and acceptance of the changing roles and responsibilities of educational personnel, the need for more formalized procedures, and the need to increase the efficiency of group decision making. Frequently, educators are not aware of the responsibilities they are expected to undertake as they evaluate student abilities, serve as members of Planning and Placement Teams, implement educational programs, and review student progress. Often, these procedures are carried out in a random, rather than a systematic manner; actions and considerations which must be guaranteed to students frequently occur—or fail to occur—by chance rather than by design. For example, videotape studies revealed that placement decisions are often reached without benefit of discussion of student needs or determination of eligibility.

The CAPP Model has been designed to provide a rational and flexible approach to facilitate the educational decision making process. Basically, the approach involves clearly identifying the problem, generating and reviewing alternative interventions, and selecting the most appropriate intervention. Through the formalization of activities, the CAPP materials assure that three basic goals are realized:

- decision quality is increased as a result of formalizing and structuring the activities,
- efficiency is increased through the most cost-effective utilization of time and personnel, and
- higher-level commitment to the decision is obtained as a result of greater involvement of the child's parents and school personnel.

The CAPP Model is initiated when a classroom teacher requests assistance in meeting the needs of a student who has failed to perform in the manner expected of him/her in the regular education program. CAPP materials guide instructional and supportive personnel through the process of identifying areas of concern, examining the current instructional program, and selecting alternative strategies for meeting the student's needs. If, after alternative strategies have been utilized and evaluated in the regular classroom, it is determined that the student may require more in-depth evaluation and special assistance to meet his educational needs, a meeting is held and he/she is then referred to the Planning and Placement Team (PPT). The system was designed with the recognition that each student experiencing difficulty in the regular education program must be assured that every effort will be made to meet his/her needs within his/her current regular education program prior to and following referral for special education services. This assurance protects each student's right to be educated in the *least restrictive environment* and clarifies the responsibility of the regular education program.

If it is determined that modifications of the student's regular program have not enabled him/her to perform at the level expected in the regular classroom, the student is referred for comprehensive evaluation and consideration for special education services by the Planning and Placement Team. This referral marks the beginning of Stage II of the CAPP Model. The decision which is ultimately reached by the PPT is a crucial one, often affecting the student and his/her parents for a lifetime. Thus, the *guarantee of procedural safeguards* is of utmost importance. The Stage II form, the PPT Meeting Agenda, is structured to assure that the actions of professional educators culminate in the best decisions for children. Educators seek to assure that sound and ethical practices are followed as they review student assessment data, ascertain eligibility for services, explore placement options, and finally, identify the specific program which best suits the student's instructional and related service needs. At this time, the PPT also sets long-range goals for each student who is determined eligible for special education services.

During the third and final stage of the CAPP Model, the instructional staff responsible for implementing the student's educational program must develop an instructional plan which outlines teacher responsibilities and provides a framework for reviewing student performance. The instructional plan provides a structure for assuring that the specific instructional units lead to the attainment of the long range goals described in the need statements which were developed by the PPT during Stage II. This final planning effort facilitates the provision of a *free and appropriate public education* for all handicapped children.

Thus, three major issues have been considered in the development of the materials:

- the concept of least restrictive environment,
- the guarantee of procedural safeguards, and
- the assurance of a free and appropriate education.

Educational accountability enables us to document our efforts and our achievements as we strive to achieve these goals. Educational accountability, then, is not the catch-phrase of the future but an integral facet of current school practice. The Comprehensive Approach to Pupil Planning provides data for evaluation of current programming efforts and for the planning and design of future programming components. The data available from these materials provides documentation for requests to local school boards and state legislatures for additional funding, provides information regarding the most efficient staffing patterns and maximum utilization of resources, and reveals dysfunctions at the system and building levels which, when corrected, result in increased efficiency and cost-effectiveness. Thus, the conceptual shift toward emphasis on *quality* becomes an operational reality and a free and *appropriate* public education for all handicapped children is clearly an attainable goal.

The CAPP system

- assures consideration of the least restrictive educational environment for each student
- assures that the rights of each student are protected by formalizing all planning and placement team activities
- facilitates parental involvement in the decision-making process
- requires consideration of cost-effective strategies for delivering educational and related services
- is based on extensive research of current practices in the planning and placement team process in the state of Connecticut
- utilizes a formalized agenda which increases efficiency and decreases repetition and meeting time
- provides a format for the record of the PPT meeting
- assures compliance with Connecticut statutes and state educational agency policy and procedures
- assures compliance with Public Law 94-142
- provides the state management information system with data required for state and federal government planning, evaluation, and reporting

STAGE III INTRODUCTION

During Stage II, the Planning and Placement Team determined the student's eligibility and need for special education and/or related services. The PPT also set long-range goals, in the form of *need statements*, for the student. These need statements must now be translated into instructional units and implemented by the staff assigned to provide the appropriate educational and related service program. Thus, the individualized education program was initiated in Stage II by the Planning and Placement Team and must be completed for practical application by the instructional staff in Stage III.

Stage III materials were developed with the following considerations in mind:

- The development and implementation of an instructional plan are critical tasks in the education of a handicapped child.
- The instructional plan must provide a structure for assuring that the specific instructional units developed during this final stage lead to the attainment of the goals described in the need statements which were developed by the PPT during Stage II.
- The materials must guide the teacher in long-range planning without supplanting his/her personal style of weekly and daily instructional planning.

The Stage III form, the Teacher's Instructional Plan (TIP), provides a framework for outlining the teacher's responsibility and for reviewing the student's growth.

STAGE III PERSONNEL

The Instructional Planning Team

Required membership. Although the composition of the Instructional Planning Team will vary according to the services needed, the availability of resources, and local designation of responsibility, an Instructional Planning Team *must* include:

- the child's teacher(s), who will have direct responsibility for meeting his/her educational needs,
- the instructional coordinator, who is qualified to provide or to supervise the provision of special education,
- the parents, unless they waive their right to attend,
- the student (when appropriate), and
- other individuals at the discretion of the parents or school district.

Parental and student involvement. The student and his/her parents must be viewed as active members of the Instructional Planning Team who provide information and review service and placement alternatives. In earlier stages, the student's parents were involved in the processes of identifying educational needs and selecting service options; in Stage III, parents should participate with the instructional staff in developing specific instructional objectives for their child. The student may be included in the Instructional Planning Team to assure that the educational program has meaning and relevance and to encourage his/her commitment to the program.

It should be noted that all IEP tasks which require parental participation were completed during the Stage II PPT meeting with the exception of the development of short-term instructional objectives. This final task will be completed during Stage III. Although parents should be encouraged to attend the Instructional Planning Meeting, they may choose not to, preferring to receive a copy of each TIP instead. Since the need statements which established the goals of the instructional program were developed during Stage II, parental input has been provided which will guide the final task of the Instructional Planning Team. However, all parents who attended the PPT meeting *must* be invited to the Instructional Planning Meeting (See Requirements and Forms for Parental Notification, Stage II, Appendix A).

Staff should be sensitive to the necessity of creating a climate which facilitates a relaxed and positive attitude toward parental and student participation.

Suggested additional membership. Though not a requirement, it is recommended that any professional designated to provide related or supportive services to the student also attend the Instructional Planning Meeting. This multidisciplinary team approach to planning and implementing all aspects of a handicapped student's instructional and related service program assures continuity of approach, reinforcement of student effort, and more effective and efficient intervention.

For example, speech therapists may request that a student's teachers reinforce speech sounds when they are articulated correctly in the classroom. Physical therapists often find that certain skills such as head control can only be achieved if parents and teachers assist the child with specific exercises during the week. Increased attention span may be the primary responsibility of Johnny's special education teacher, but this skill must be transferred to and rewarded in the regular classroom environment as well.

Educators recognize that many professionals in a variety of different settings contribute to each student's attainment of long-range goals. Though state and federal regulations do not specifically require related and supportive service personnel to participate in the development of the student's instructional plan, such personnel should be strongly encouraged to do so.

Role assignment options. The roles described on the following pages were designed to be filled by personnel at the building level. Specific personnel (i.e., instructional supervisor, principal, special education teacher) have not been selected to fill the role of the Stage III Coordinator, thus allowing local districts and building personnel to assign staff in a manner which best utilizes individual skills and talents.

ROLES AND RESPONSIBILITIES

Coordinator

- Schedules Instructional Planning Meeting with teachers, parents, and the student if appropriate, as well as with related and supportive personnel (if desired)
- Transmits PPT Meeting Agenda, including need statements, to the team members responsible for developing and implementing the student's instructional plan
- Provides consultation to team members who request assistance in developing the Teacher's Instructional Plans (TIPs)
- Reviews each submitted TIP to make certain that the successful completion of the planned instructional units will lead to student attainment of the goals described in the need statement.
- Approves plans submitted by the Instructional Planning Team
- Disseminates copies of approved instructional plans to all appropriate personnel and to parents
- Maintains a copy of each student's instructional and related service plan
- Schedules Instructional Planning Team Review Meeting if deemed necessary
- Sends notice of PPT Review Meeting to all appropriate personnel who must attend and report student progress

Teacher

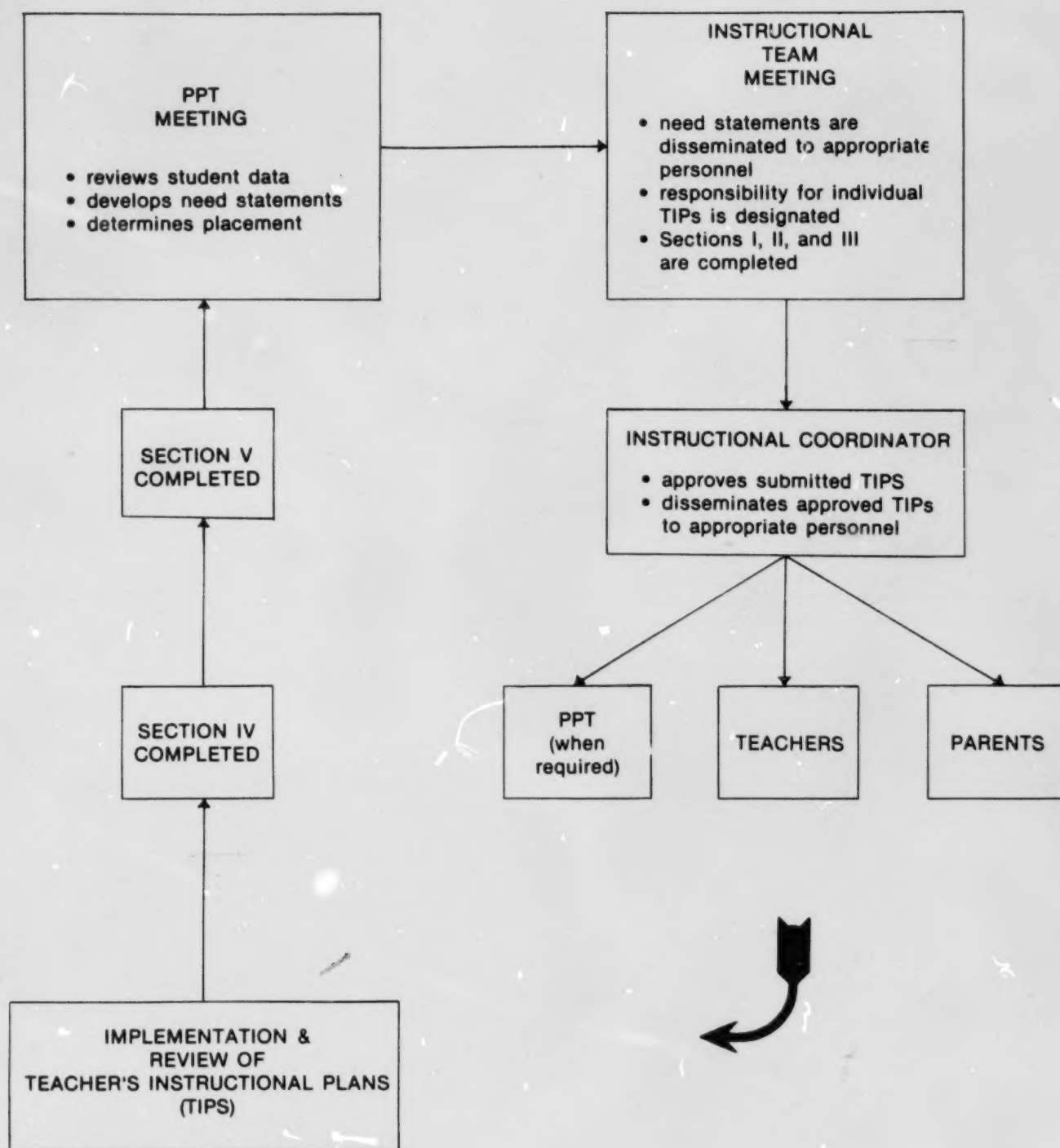
- Attends initial meeting of the Instructional Planning Team
- Develops a Teacher's Instructional Plan (TIP) for each need statement for which he/she has primary responsibility
- Submits plans to Coordinator for approval
- Implements instructional plans
- Gathers evaluation information for presentation to PPT members at review meeting
- Attends Planning and Placement Team Review Meeting

Parent

- Assists Coordinator in scheduling the Instructional Planning Meeting for a mutually agreed upon time and place
- Attends Instructional Planning Meeting and actively participates in discussion and decisions
- Provides information about child relevant to the development of a Teacher's Instructional Plan
- Suggests strategies which he/she feels would be effective for fulfilling each need described in the need statements

Student

- Attends Instructional Planning Meeting
- Participates in discussion and decisions as a team member
- Shares information with teachers to assure that his/her life and employment goals are addressed in the instructional program
- Commits him/herself to the instructional plan that is developed



STAGE III PROCEDURES

TEACHER'S INSTRUCTIONAL PLAN

- Purpose:**
- To provide a planning tool for the development of short-term instructional objectives which lead to the attainment of the long-range goals set by the PPT
 - To provide a framework for the formative evaluation of student progress throughout the school year
 - To assure that summative evaluation data is gathered
 - To enhance and provide a guide for daily and weekly instructional planning without supplanting each teacher's individual format and style
 - To provide a reference for the teacher(s) to use when reporting student progress to the PPT
 - To assure that state and federal guidelines regarding each student's individualized education program are met — the PPT Agenda and the TIP form together comprise the student's individualized educational program

ONE (1) TIP is completed for every need statement which was selected for the student by the Planning and Placement Team. Each TIP will have a lifespan of one academic year or less, as determined by the review date set by the PPT during Stage II.

Timelines: The first three sections of the TIP must be completed BEFORE special education and related services are provided to the student. For a handicapped student who is newly identified to the school system, the TIP must be developed within thirty (30) calendar days of determination that the child requires special education and related services.

I. IDENTIFICATION INFORMATION			
Student Name			
Date of Birth	(Last)	(First)	(Middle)
Teacher	School		
Parent/Guardian Signature (if present)			

II. NEED STATEMENT SUMMARY	
Need Statement No.	
Criteria for Review	
Type of Evidence Needed to Show Progress	

III. INSTRUCTIONAL PLANNING SECTION			
INSTRUCTIONAL UNITS	MATERIALS/EQUIPMENT	CRITERIA FOR REVIEW	TYPE OF EVIDENCE NEEDED

Timelines (continued)

Section IV is filled out upon completion of each instructional unit, or about every 6-8 weeks. In section IV, the student's performance is formally evaluated using the stated criteria for review and the evidence specified in Section III.

IV. UNIT REVIEW SECTION		DATE OF REVIEW
REVIEW OF PROGRESS		
☐ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	Comments	
☐ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	Comments	
☐ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	Comments	
☐ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	Comments	
☐ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	Comments	

Section V is completed just prior to the PPT Review Meeting by the teacher responsible for implementing the TIP. It reviews the student's progress toward achieving the long-range need statements and will be shared with the PPT members during the review meeting.

V. NEED STATEMENT REVIEW	
REVIEW OF STUDENT PROGRESS: ☐ Exceeded criteria* ☐ Met criteria ☐ Did not meet criteria*	Comments
*Explain _____	
RECOMMENDATION: ☐ No longer requires special assistance to meet need ☐ Continue Instructional Units as described ☐ Modify Instructional Units ☐ Develop alternative Instructional Units	

Who completes the TIP?

The first three sections are completed during the Instructional Planning Meeting by the regular and/or special education teacher(s) who are responsible for meeting the student's unique educational needs and the Stage III Coordinator. The student's parents and the student, when appropriate, must also be considered active members of the Instructional Planning Team. Thus, their ideas will contribute to the completion of the TIP.

Sections IV and V are completed by the teacher who developed and is responsible for implementing the TIP.

Submitted to Whom?

The Stage III Coordinator

Who needs copies?

The teacher responsible for implementing the TIP

Parent(s)

The PPT (when requested)

The TIP is printed on pressure sensitive paper designed to automatically produce four copies. The fourth copy may be distributed at the school's discretion. If the student has more than one teacher, the teacher who does not have primary responsibility for implementing the TIP may find it very beneficial to his/her own planning to have this fourth copy.

In accordance with "Confidentiality of Records and Protection of Children's Rights" (PL 94-142), the Instructional Planning Team shall adhere to procedures outlined to protect the confidentiality of student's records. Care should be taken to insure that these materials are distributed to appropriate personnel ONLY.

SECTION I. IDENTIFICATION INFORMATION

- Purpose:
- To assure that the referred student, his school, and school personnel responsible for implementing the instructional program are identified
 - To provide documentation of parental participation in the instructional planning meeting

Instructions

1. Write the student's name (last name first) and date of birth in the spaces provided.
2. Fill in the name of the teacher who will have primary responsibility for implementing this segment of the instructional program and the name of the school.
3. If the child's parents or guardians are present, ask them to sign the TIP in the space provided. This will document parental participation in the Instructional Planning Meeting.

Example:

I. IDENTIFICATION INFORMATION			
Student Name	<i>Dulany</i>	<i>Julia</i>	<i>A.</i>
Date of Birth	<i>8/12/64</i>		
Teacher	<i>James</i>	School	<i>Rosedale</i>
Parent/Guardian Signature (if present): <i>Mrs. William Dulany</i>			

SECTION II. NEED STATEMENT SUMMARY

- Purpose:** • To provide the teacher with the need statement, evaluative criteria, and evidence needed to show student progress (as determined by the PPT), which should serve as a guide to the development of specific instructional units that will lead to the attainment of long-range goals set for the student

Instructions

1. Refer to the PPT Meeting Agenda (Section IX, Need Statement Planning Sheet) and copy the required information onto the TIP form.

STAGE II

Example:

PPT MEETING AGENDA	
IX. NEED STATEMENT PLANNING SHEET	
NEED STATEMENT: # <u>1</u>	<u>Increase attention span</u>
CRITERIA FOR REVIEW OF NEED STATEMENT: <u>Attends full class period</u> <u>without supervision</u>	
TYPE OF EVIDENCE NEEDED TO SHOW PROGRESS: <u>Teacher charting of student</u> <u>behavior at two minute intervals</u>	



II. NEED STATEMENT SUMMARY	
Need Statement No. <u>1</u>	<u>Increase attention span</u>
Criteria for Review	<u>attends full class period without supervision</u>
Type of Evidence Needed to Show Progress	<u>teacher charting of student behavior at 2 min. intervals</u>

SECTION III. INSTRUCTIONAL PLANNING SECTION

- Purpose:**
- To provide a description of the ongoing instructional program designed to assist the student in achieving the skill described in the need statement.
 - To provide a description of the criteria to be met as a measure of the student's mastery of each intermediate step toward meeting the general need described in the need statement

Instructions

1. Select the *INSTRUCTIONAL UNITS* designed to achieve the need statements. Instructional units represent either:

a sequential series of
instructional elements ...

or

a cluster of instructional
elements ...

INSTRUCTIONAL UNITS
<i>Develop attention span for familiar verbal/listening tasks from 0-10 minutes</i>
<i>Develop attention span for familiar verbal/listening tasks from 10-20 minutes</i>
<i>Develop attention span in small group setting for 30 minutes</i>
<i>Develop attention span in classroom setting for full class period</i>
<i>Develop attention span in classroom setting for full class period with mild distraction</i>

INSTRUCTIONAL UNITS
<i>Develop awareness of job interests and opportunities</i>
<i>Develop knowledge of skills needed in a variety of jobs</i>
<i>Provide opportunity for on-site visits to job opportunities</i>
<i>Develop basic work skills and interview skills</i>
<i>Discuss and role play appropriate on-the-job behaviors</i>

which, when mastered, result in student attainment of the skill outlined in the long-range need statement.

It is the purpose of the Instructional Unit column to assist the teacher in dividing the academic year into major instructional units which will then serve as a guideline for developing the student's daily and weekly lesson plans.

It is *not* the purpose of these materials to provide a written record of daily or weekly lesson plans.

Generally, these units should represent material or topics which can be covered in a 6-8 week interval. The TIP form provides space for five separate instructional units. This is *not* a required number. If the teacher wishes to plan more than five instructional units, he or she simply completes a second TIP form and attaches it to the first.

Each teacher may use his/her own experience to develop instructional units or may turn to curriculum guides, developmental scales, or instructional objective banks for assistance (see Appendix B, Examples of Developmental Scales and Objective Banks Useful in Developing the Teacher's Instructional Plan).

2. List special media and materials which will be utilized in each instructional unit.

The Materials column provides

- a record of resources for instruction which will be used with the student
- a match between the WHAT (instructional units) and HOW (materials) of instruction
- a schedule for obtaining resources which may not immediately be available and/or which must be shared among instructional staff

Example:



III. INSTRUCTIONAL PLANNING SECTION			
INSTRUCTIONAL UNITS	MATERIALS/EQUIPMENT	CRITERIA FOR REVIEW	TYPE OF EVIDENCE NEEDED
Develop attention span for familiar verbal/listening tasks from 0-10 minutes	"Instructional Programming for Handicapped Students"		
Develop attention span for familiar verbal/listening tasks from 10-20 minutes	Stories to Remember and recorded stories from tape collection		
Develop attention span in small group setting for 30 minutes	None		
Develop attention span in classroom setting for full class period	None		
Develop attention span in classroom setting for full class period with mild distraction	None		

3. Describe in observable and measurable terms the criteria against which the student's performance will be measured as s/he completes each instructional unit.

Criteria for review:

- are stated in observable terms,
- include a description of the conditions under which the behavior is to occur, and
- are stated in measurable terms.



1) attends full
class period
2) unsupervised
3) 5 consec. days

A comparison between the student's actual performance and this criterion quickly determines whether the student has achieved the goal or instructional unit.

Example:

II. NEED STATEMENT SUMMARY	
Need Statement No. <u>1</u>	<u>Increase attention span</u>
Criteria for Review	<u>attends full class period without supervision</u>
Type of Evidence Needed to Show Progress	<u>teacher charting of student behavior at 2 min. intervals</u>



III. INSTRUCTIONAL PLANNING SECTION			
INSTRUCTIONAL UNITS	MATERIALS/EQUIPMENT	CRITERIA FOR REVIEW	TYPE OF EVIDENCE NEEDED
Develop attention span for familiar verbal/listening tasks from 0-10 minutes	"Instructional Programming for Handicapped Students"	1) attends 10 min. 2) when supervised 3) 5 consecutive days	
Develop attention span for familiar verbal/listening tasks from 10-20 minutes	Stories to Remember and recorded stories from tape collection	1) attends 20 min. 2) when supervised 3) 5 consecutive days	
Develop attention span in small group setting for 30 minutes	None	1) attends 30 min. 2) when supervised 3) 5 consecutive days	
Develop attention span in classroom setting for full class period	None	1) attends full class period 2) when supervised 3) 5 consec. days	
Develop attention span in classroom setting for full class period with mild distraction	None	1) attends full class period 2) unsupervised 3) 5 consec. days	

4. Specify type of evidence needed to demonstrate student progress.

Evaluation instruments may include:

- unit tests
- teacher-constructed worksheets
- projects
- written reports
- charts or graphs of observable behavior
- samples of student's work

Example:

II. NEED STATEMENT SUMMARY	
Need Statement No. <u>1</u>	<u>Increase attention span</u>
Criteria for Review	<u>attends full class period without supervision</u>
Type of Evidence Needed to Show Progress	<u>teacher charting of student behavior at 2 min. intervals</u>



III. INSTRUCTIONAL PLANNING SECTION			
INSTRUCTIONAL UNITS	MATERIALS/EQUIPMENT	CRITERIA FOR REVIEW	TYPE OF EVIDENCE NEEDED
Develop attention span for familiar verbal/listening tasks from 0-10 minutes	"Instructional Programming for Handicapped Students"	1)attends 10 min. 2)when supervised 3)5 consecutive days	Teacher aide charting at 30 second intervals
Develop attention span for familiar verbal/listening tasks from 10-20 minutes	Stories to Remember and recorded stories from tape collection	1)attends 20 min. 2)when supervised 3)5 consecutive days	Teacher aide charting at 30 second intervals
Develop attention span in small group setting for 30 minutes	None	1)attends 30 min. 2)when supervised 3)5 consecutive days	Teacher aide charting at 30 second intervals
Develop attention span in classroom setting for full class period	None	1)attends full class period 2)when supervised 3)5 consec. days	Teacher aide charting at 1 minute intervals
Develop attention span in classroom setting for full class period with mild distraction	None	1)attends full class period 2)unsupervised 3)5 consec. days	Teacher aide charting at 2 minute intervals

Remember: Sections I through III must be completed during the Instructional Planning Meeting. State guidelines require that these first three sections are completed *BEFORE* special education and related services are provided to the student. For a handicapped student who is newly identified to the school system, the TIP must be completed within thirty (30) calendar days of determination that the child requires special education and/or related services.

The regular and/or special education teacher(s) who are responsible for meeting the student's unique educational needs complete the first three sections. The Stage III Coordinator, the student's parent(s), and the student him/herself, when appropriate, should also participate in this team effort.

SECTION IV. UNIT REVIEW

Purpose:

- To provide a mechanism for periodically describing the student's progress toward achieving mastery of each instructional unit
- To provide feedback to instructional personnel regarding student readiness to move from one level to another or from one unit to another

Timeline: Section IV is filled out upon completion of each instructional unit, or about every 6-8 weeks.

Who completes Section IV?

The teacher who developed and is responsible for implementing the TIP

Instructions

1. Compare the student's performance against the evaluation criteria for each instructional unit.
2. Indicate the level of student progress by checking the appropriate evaluation statement.

Example:

IV. UNIT REVIEW SECTION	
REVIEW OF PROGRESS	DATE OF REVIEW
☒ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	Comments

3. If you have indicated that the student either exceeded expectations or did not meet the criteria, please comment in the section provided.

Example:

CRITERIA FOR REVIEW	
1)attends 10 min. 2)when supervised 3)5 consecutive days	
1)attends 20 min. 2)when supervised 3)5 consecutive days	
1)attends 30 min. 2)when supervised 3)5 consecutive days	
1)attends full class period 2)when supervised 3)5 consec. days	
1)attends full class period 2) unsupervised 3)5 consec. days	

IV. UNIT REVIEW SECTION	
REVIEW OF PROGRESS	
☒ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	Comments:
☒ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	Comments: attends 35 minutes
☒ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	Comments:
☐ Exceeded criteria ☒ Met criteria ☐ Did not meet criteria	Comments: could only obtain success 3 consecutive days
☐ Exceeded criteria ☒ Met criteria ☐ Did not meet criteria	Comments: continues to require supervision

4. Enter the date of the evaluation in the box to the right.

Example:

IV. UNIT REVIEW SECTION		DATE OF REVIEW
REVIEW OF PROGRESS		
☒ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	Comments:	10/5/76
☒ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	Comments: attends 25 minutes	11/20/76
☒ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	Comments:	1/23/77
☐ Exceeded criteria ☒ Met criteria ☐ Did not meet criteria	Comments: could only obtain success 3 consecutive days	3/18/77
☐ Exceeded criteria ☒ Met criteria ☐ Did not meet criteria	Comments: continues to require supervision	5/21/77

REVISION OF THE TIP

Although the Instructional Planning Team's best efforts go into the development of the TIP form, some students may not progress through the instructional units as expected. One student may move through all units within two months, though it was expected that it would require a full academic year for their completion. Another student may not progress beyond the first instructional unit and it may then be necessary to revise the scope and level of the TIP form.

How To Revise A TIP Form

- Step 1 Teacher contacts Stage III coordinator regarding student progress toward achieving the goal expressed in the need statement
- Step 2 Stage III Coordinator approves/disapproves the development of a new TIP
- Step 3 Teacher completes revised TIP and submits to Stage III Coordinator for approval
- Step 4 Following Coordinator approval, teacher implements revised TIP

SECTION V. NEED STATEMENT REVIEW

- Purpose:
- To provide a mechanism for evaluating the student's progress toward achieving the goal expressed in the need statement (as described in Section II)
 - To provide a means of reporting evaluative information concerning student progress to the PPT during the review meeting
 - To provide a structure for (a) determining an appropriate recommendation for future instructional programming and (b) reporting these recommendations to the PPT

Timeline: Section V is to be completed just prior to the PPT meeting.

Who Completes Section V?

The teacher who developed and is responsible for implementing the TIP

Instructions

- Compare the student's performance against the evaluation criteria for this need statement as described in Section II.
- Indicate the level of student progress by checking the appropriate evaluation statement.

Example:

H. NEED STATEMENT SUMMARY			
Need Statement No.	1	<i>Increase attention span</i>	
Criteria for Review	<i>attends full class period without supervision</i>		
Type of Evidence Needed to Show Progress	<i>teacher charting of student behavior at 2 min. intervals</i>		

V. NEED STATEMENT REVIEW			
REVIEW OF STUDENT PROGRESS:	Exceeded criteria	Met criteria ☒	Did not meet criteria
* Explain _____			
RECOMMENDATION: _____ No longer requires special assistance to meet need Continue Instructional Units as described Modify Instructional Units Develop alternative Instructional Units			

3. If you have indicated that the student either exceeded expectations or did not meet the criteria, please comment in the section provided.

Example:

V. NEED STATEMENT REVIEW			Comments
REVIEW OF STUDENT PROGRESS:	Exceeded criteria" _____	Met criteria <u>X</u>	Did not meet criteria" _____
Explain:	<u>continues to require supervision & a great deal of reinforcement</u>		
RECOMMENDATION:	☐ No longer requires special assistance to meet need. ☐ Continue instructional Units as described. ☐ Modify instructional Units. ☐ Develop alternative instructional Units.		

4. Indicate your recommendation for future instructional programming by checking the statement which best reflects your judgement.

Example:

V. NEED STATEMENT REVIEW			Comments
REVIEW OF STUDENT PROGRESS:	Exceeded criteria" _____	Met criteria <u>X</u>	Did not meet criteria" _____
Explain:	<u>continues to require supervision & a great deal of reinforcement</u>		
RECOMMENDATION:	☒ No longer requires special assistance to meet need. ☐ Continue instructional Units as described. ☐ Modify instructional Units. ☐ Develop alternative instructional Units.		

5. If you have comments regarding any aspect of the implementation or evaluation of this instructional plan which you would like to record, write the comment in the box to the far right of this section.

Example:

Comments:	<u>Julia is capable of reaching the goal set for her. Next fall, her teachers should continue to address this need as described.</u>
-----------	--

APPENDIX A

SUGGESTED FORMS FOR PARENTAL INVOLVEMENT AND NOTIFICATION

(Date)

Dear _____,

An Instructional Planning Meeting will be held _____, _____,
(Day) (Date)

at _____ in _____ for the purpose of developing instructional
(Time) (Location)
plans for your child which will address each of the need statements selected by the Planning and Placement Team.

You are invited to attend and to participate as an active member of this Instructional Planning Team. If you are unable to attend, we will send copies of the instructional plans to you as soon as they are completed.

(Signature)

(Title)

.....

TEAR OFF AND RETURN THIS PORTION OF THE LETTER

I will be able to attend the Instructional Planning Team meeting scheduled for this time and date.

(Signature)

.....

I will not be able to attend the Instructional Planning Team meeting scheduled for this time and date.

I DO wish to meet on a more convenient date. Please call me at _____ between _____
(Phone #) (Hours)
to arrange another meeting date.

(Signature)

.....

I waive my right to attend the Instructional Planning Team meeting. I understand, however, that I will receive copies of the instructional plans as soon as they are completed.

(Signature)

(Date)

Dear _____,

Enclosed are copies of each of the instructional plans which have been developed by your child's teacher(s) to assure that the goals set for _____ by the PPT are realized during the coming school year.
(Child's name)

You will notice that sections IV and V are not completed at this time. As your child progresses from one instructional unit to another, the teacher will review his/her progress in the spaces provided. By no later than _____ the teacher must review _____
(PPT review date) (Child's name)

progress toward meeting the need described in the need statement and will then complete Section V. This TIP form will be shared at the PPT Review Meeting and, as you know, you will be invited to this meeting to actively participate in the discussions and decisions.

If you have any questions, please call me at _____.

I will be happy to assist you.

(Signature)

(Title)

APPENDIX B

**EXAMPLES OF DEVELOPMENTAL SCALES AND INSTRUCTIONAL OBJECTIVE BANKS
USEFUL IN DEVELOPING THE TEACHER'S INSTRUCTIONAL PLAN (TIP)**

1. AAMD Adaptive Behavior Scale
Edmark Associates
13241 Northup Way
Bellevue, Washington 98005
2. BCP Behavioral Characteristics Progression
Vort Corporation
P.O. Box 11132
Palo Alto, California 94306
3. Camelot Behavioral Checklist
Edmark Associates
13241 Northup Way
Bellevue, Washington 98005
4. Fountain Valley Teacher Support System in Reading
Richard L. Zweig Associates, Inc.
20800 Beach Boulevard
Huntington Beach, California 92648
5. Fountain Valley Teacher Support System in Mathematics
Richard L. Zweig Associates, Inc.
20800 Beach Boulevard
Huntington Beach, California 92648
6. Instructional Based Appraisal System
Edmark Associates
13241 Northup Way
Bellevue, Washington 98005
7. Radea Program
Melton Book Company, Inc.
111 Leslie Street
Dallas, Texas 75207
8. Portage Guide to Early Education
The Portage Project
Cooperative Educational Service Agency 12
412 East Slifer Street
Portage, Wisconsin 53901
9. System F.O.R.E.
Foreworks
617 N. Oxford
Los Angeles, California 90004
- J.K.E. Enterprises
P.O. Box 802
Tucson, Arizona 85702



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COMPREHENSIVE APPROACH TO PUPIL PLANNING

Data Sources Within the Capp System

Connecticut State Board of Education

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vice-chairperson

June K. Goodman (Mrs. William)

secretary

Mark R. Shedd

members

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Herbert Duke	Marcia Nicosia
Roberto Fuentes	Samuel Gould
Richard A. Harrison	

DATA SOURCES WITHIN THE CAPP SYSTEM

Frances Stetson Vlasak

Martin J. Kaufman

EC110779

DATA SOURCES WITHIN THE CAPP SYSTEM

The CAPP materials document our efforts to locate and assist children who are experiencing difficulty in the regular education program, our efforts at determining the eligibility of each student referred for special education services consideration, and our development of an individualized education program for every special education student. The materials further document student progress in the special instructional program, the need for increased or decreased staffing and resources, as well as staff development requirements. These types of data, and many others, must be gathered in order to facilitate planning, budgeting, and evaluation decisions reached at the local, state, and federal levels. The CAPP materials provide data for local school administrators and the state department management information system and data to meet federal reporting requirements.

Each CAPP form has been reviewed for the purpose of identifying sources of data required for reporting to the Special Education Management Information System (SEMIS) and for identifying sources of data unique to the CAPP model which provide crucial information to program administrators.

Twelve of the twenty-three data sources required for the completion of the SEMIS form are available from the CAPP materials. The data can easily be transferred to the coded form provided by the SEA. These materials also provide twenty-five unique data sources which will facilitate administrative decision making.

The following pages specify the location of each type of data and provide a brief description of each data item. The final column of each page lists the implications of the data, which can provide documented support for current administrative and instructional practices and suggest exploration of alternative strategies for the development of a more effective and efficient delivery system.

DATA SOURCES UNIQUE TO THE CAPP SYSTEM

CAPP REFERENCE	DATA	IMPLICATIONS
Stage I TRS	1. Number of students referred for Stage I assistance	1. Budgeting and programmatic implications
Stage I TRS	2. Frequency of areas of concern indicated for students referred for Stage I services	2. Instructional implications for the regular education program
Stage I TRS	3. Frequency of specialists needed by category	3. Funding and staffing implications
Stage I ASR	4. Percentage of students referred for Stage II services	4. Projection of funding for Stage II activities
PPT Agenda Section I (Identification)	5. Caseload of Stage II Coordinator	5. Allocation of Staff and Resources

CAPP REFERENCE

DATA

IMPLICATIONS

PPT Agenda
Section IV
(Assessment)

6. Average number of sources of assessment information per student
7. Average number of sources of assessment information per student by handicapping condition
8. Source check against type of handicapping condition (eg., is adaptive behavior considered in MR cases, is medical information considered in AH, VH, OH cases)
9. Documentation that more than one source was considered when reviewing each student's case for eligibility and programming

6. Projection of funding for assessment services
7. Projection of funding for assessment services
8. Assures that eligibility requirements are met and in compliance with state and federal guidelines
9. P.L. 94-142 guidelines

PPT Agenda
Section V
(Conflict)

10. Frequency of conflict by category of assessment information source

10. Suggests need for examining evaluation procedures by category of assessment information source

PPT Agenda
Section V
(Eligibility)

11. Percentage of cases eligible for special education services
12. Frequency of cases NOT eligible for special education services matched with areas of concern indicated on Stage I RAP form

11. Efficiency and effectiveness of Stage I interventions
12. Need for improvement in specific areas of the regular education program

PPT Agenda
Section VII A
(Review of Services Provided)

13. Frequency of each service occurring within each category
14. Hours per week required of services which are not available to all students who require them as documented on PPT Meeting Agenda, Section X

13. Documents need for additional resources and identified underserved and unserved handicapped children
14. Identifies resources and funding required

PPT Agenda
Section VII B
(Review of Student Progress)

15. Percentage of Need Statements (goals) which are (a) exceeded, (b) met, or (c) not met by:
 - student
 - school
 - age
 - system
 - handicapping condition
16. Match between Need Statements not met and services not provided (Section VII A)
17. Percentage of students who no longer require special education services following PPT review of their cases

15. Provides evaluation of instructional program
16. Documents need for additional resources
17. Funding and Programmatic implications

CAPP REFERENCE**DATA****IMPLICATIONS**

PPT Agenda
Section VII
(Need Statement)

18. Average number of Need Statements selected by category of handicapping condition and by building

18. Intensity of Service required by category of handicapping condition, staff development needs by building (too few Need Statements or too many)

PPT Agenda
Section X
(Resources)

19. Hours per week each service is required
20. Period of duration required for each service

19. Funding implications
20. Funding implications and commitment of resources

21. Percentage of cases where supportive agencies were utilized

21. Documents interagency coordination and cost-effective strategies employed by system

22. Percentage of cases where family is involved in the instructional program

22. Documents parental involvement efforts and need for staff development

PPT Agenda
Section XI
(Specific Placement Information)

23. Percentage of time required of each professional

23. Staff utilization, cost effectiveness and need for changes in staffing pattern

PPT Agenda
Section XII
(Placement Summary)

24. Percentage of cases where dissenting opinion occurs

24. Suggests need for staff development and review of PPT procedures

25. Percentage of PPT meetings attended by parents

25. Suggests need for parental involvement strategies

SEMIS DATA ITEMS AVAILABLE FROM THE CAPP SYSTEM**ITEM NUMBER****ITEM NAME****REFERENCE — CAPP SYSTEM**

3

Referral Date

Record date when this referral occurred, in month, day, year format.

ASR — Section 4

5

Referral — PPT Date

Record date on which the building PPT first met to determine program needs of child.

Disposition Sheet

ITEM NUMBER	ITEM NAME	REFERENCE — CAPP SYSTEM
6	Disposition Record the action taken by PPT.	Disposition Sheet
10	Annual Review Record the date on which the annual review was completed.	Disposition Sheet
12 (partial)	Disposition Record the results of the review.	PPT Agenda — Section VII B. 2 of the 6 items are available: • continue program/services • terminate due to return to regular The remaining 4 items are administrative rather than PPT concerns.
13	Full Time Record "Y" if the child qualifies as a full time special education pupil (2/3 or more of time spent in special education for 120 + days per year). Record "N" if child does not qualify.	PPT Agenda — Section XI (Specific Placement)
14	Primary Disability Record the primary or major exceptionality of the child/client used as a basis for determining the special education program.	PPT Agenda — Section VI (Eligibility)
15	Primary Language Record the code describing the primary language of the child.	PPT Agenda — Section I (Identification)
17	Exceptionality Program Code Record the exceptionality code for each program in the child's IEP.	PPT Agenda — Section X (Resources)
19 (partial)	Program Service Location Program service location is defined as the place where the child receives the services.	PPT Agenda — Section XII (Placement Summary— unit and level available only)
20	Time Recommended Record the hours and minutes per week recommended for this program by the PPT.	PPT Agenda — Section X (Resources)
21	Staff Code Record the appropriate 2-digit professional staff code.	PPT Agenda — Section XI (Specific Placement Information)

I. IDENTIFICATION INFORMATION

Student Name: _____
 Date of Birth: _____
 Teacher: _____
 Parent/Guardian Signature (if present): _____

II. NEED STATEMENT SUMMARY

Need Statement No. _____
 Criteria for Review: _____
 Type of Evidence Needed to Show Progress: _____

III. INSTRUCTIONAL PLANNING SECTION

IV. UNIT REVIEW SECTION

INSTRUCTIONAL UNITS	MATERIALS/EQUIPMENT	CRITERIA FOR REVIEW	TYPE OF EVIDENCE NEEDED	REVIEW OF PROGRESS	DATE OF REVIEW
				☐ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	
				☐ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	
				☐ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	
				☐ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	
				☐ Exceeded criteria ☐ Met criteria ☐ Did not meet criteria	

V. NEED STATEMENT REVIEW

REVIEW OF STUDENT PROGRESS: _____ Exceeded criteria* _____ Met criteria _____ Did not meet criteria* _____ Comments: _____

*Explain: _____

RECOMMENDATION: _____
 _____ No longer requires special assistance to meet need.
 _____ Continue Instructional Units as described.
 _____ Modify Instructional Units.
 _____ Develop alternative Instructional Units.

TEACHER'S INSTRUCTIONAL PLAN